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ABSTRACT

This annotated bibliography of literacy research published from 1990 to 1998 in the "Journal of Research and Development in Education" is divided into different literacy categories for the ease of the reader. The categories in the bibliography are: Assessment (4 citations); Belief Systems (8 citations); Genres (13 citations); Literacy Mediums (9 citations); Reading (13 citations); Specific Populations (17 citations); and Writing (12 citations). (NKA)

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A Decade of Literacy Research in the Journal of Research and Development in Education: An Annotated Bibliography

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A Decade of Literacy Research

in the *Journal of Research and Development in Education*:

An Annotated Bibliography

ASSESSMENT:

Farr, R. & Jongsma, E. (1993). The convergent/discriminant validity of integrated reading/writing assessment. *Journal of Research and Development in Education*, 26 (2), 83-91.

The purpose of this study is to explore the validity of three portions of a set of literacy assessments: Response to Reading, Management of Content, and Command of Language. There are 5, 267 subjects in the study from eight school districts throughout the country.

Gordon, B., Englehard, Jr., G., Gabrielson, S., & Bernknopf, S. (1996). Conceptual issues in equating performance assessments: Lessons from writing assessment. *Journal of Research and Development in Education*, 29 (2), 81-88.

This article provides a discussion regarding the equating of large-scale writing assessments and the implications for performance assessments in other disciplines. At least seven issues are focused upon, including definitions of the underlying constructs.

Goulden, N.R. (1994). Relationship of analytic and holistic methods to raters' scores for speeches. *Journal of Research and Development in Education*, 27 (2), 73-82.

The effects of using holistic and analytic scoring methods for rating oral speeches is examined.

Plata, M., Zelhart, P., & House, G. (1995). Comparative writing performance of college students with and without learning disabilities. *Journal of Research and Development in Education*, 29 (1), 20-26.

The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.

BELIEF SYSTEMS:

ATTITUDES AND PERCEPTIONS ABOUT LITERACY

Collis, B., & Ollila, L. (1990). The effect of computer use on grade 1 children's gender stereotypes about reading, writing and computer use. *Journal of Research and Development in Education*, 24 (1), 14-20.

Gender stereotypes concerning literacy and computers as reflected by 120 first grade children are investigated to examine the impact of three language arts programs.

Levine, T., Donitsa-Schmidt, S., & Zellermayer, M. (1996). Student perceptions of classroom climate in a communicative and computer-supported approach to writing instruction. *Journal of Research and Development in Education*, 29 (2), 94-103.

This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.

McKinney, C.W. & Jones, H.J. (1993). Effects of children's book and a traditional textbook on fifth-grade students' achievement and attitudes toward social studies. *Journal of Research and Development in Education*, 27 (10), 56-62.

Fifty-seven fifth-grade students were each taught a two-week unit on the American Revolution using different instructional materials. Three instructional groups were formed. One group was instructed with traditional textbooks, and one with traditional textbooks where the learners were encouraged to read children's literature at home.

Naylor, A.P., Dwyer, E.J., Blis, L.B. (1995). Attitudes of students in education classes toward censorship. *Journal of Research and Development in Education*, 28 (4), 189-195.

This study investigates to what extent undergraduate students (1,347 subjects), who have an interest in entering the field of education, favor censorship.

Pottorff, D.D., Phelps-Zientarski, D., & Skovera, M.E. (1996). Gender perceptions of elementary and middle school students about literacy at school and home. *Journal of Research and Development in Education*, 29 (4), 203-211.

This study focuses on the hypothesis that literacy is perceived as a female activity by American students and also explores student perception concerning parent role-models.

Sinclair, A. (1994). Prediction making as an instructional strategy: Implications of teacher effects on learning, attitudes toward science, and classroom participation. *Journal of Research and Development in Education*, 27 (3), 153-161.

The focus of this quantitative/qualitative study investigates the effects on learning, motivation, attitude, participation, and critical thinking when prediction engagements are used when teaching genetics to high school biology students.

Smith, M.C. (1990). The development and use of an instrument for assessing adults' attitudes towards reading. *Journal of Research and Development in Education*, 23 (4), 156-161.

An instrument designed to measure adults' reading attitudes is used with a sample of 84 adults between the ages of 35-44 as part of a larger study.

Walstasd, W.B. & Van Scyoc, L. (1990). The effects of textbooks on economics understanding and attitudes in high school economics courses. *Journal of Research and Development in Education*, 24 (10), 44-52.

This study investigates senior high school economic students' attitudes towards economics and factors that affect their learning about economics.

GENRES:

CONTENT AREA LITERACY

Craig, M.T. & Yore, L.D. (1996). Middle school students' awareness of strategies for resolving comprehension difficulties in science reading. *Journal of Research and Development in Education*, 29 (4), 226-238.

Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.

Gallini, J.K., Spries, H.A., Terry, S., & Gleaton, J. (1993). The influence of macro and micro-level cognitive strategies training on text learning. *Journal of Research and Development in Education*, 26 (3), 164-178.

For a six week period of time, the effects of macroprocessing and microprocessing strategy instruction on making sense of text for high school remedial students is examined.

Lechner, J.V. & Barry, N.H. (1997). Multicultural education through art, literature, and music: A study of preservice teachers' perceptions of appropriate materials and methods. *Journal of Research and Development in Education*, 30 (2), 87-102.

The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.

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Yeager, E.A., & Davis, Jr., O.L. (1995). Between campus and classroom: Secondary student-teachers' thinking about historical texts. *Journal of Research and Development in Education*, 29 (1), 1-8.

The purpose of this study is to expand previous research concerning the historical thinking of secondary student teachers in history and how they interpret historical texts during their time as student teachers.

LITERATURE-BASED

Lechner, J.V. & Barry, N.H. (1997). Multicultural education through art, literature, and music: A study of preservice teachers' perceptions of appropriate materials and methods. *Journal of Research and Development in Education*, 30 (2), 87-102.

The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.

Mallette, M.H., Bean, T.W., & Readance, J.E. (1998). Using Banks' typology in the discussion of young adult, multiethnic literature: A multicase study. *Journal of Research and Development in Education*, 31 (4), 193-204.

Banks (1994) stages of ethnic identity development is used a foundation for discussion of young adult, multiethnic literature during literature circles with graduate students [See Banks, J.A. (1994). Multiethnic education theory and practice (3rd ed.). Boston, MA: Allyn & Bacon.].

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This study investigates to what extent undergraduate students (1,347 subjects), who have an interest in entering the field of education, favor censorship.

Wham, M.A., Barnhart, J., & Cook, G. (1996). Enhancing multicultural awareness through the storybook reading experience. *Journal of Research and Development in Education*, 30(1), 1-9.

The primary focus of this study is to explore the combined effects of at-home and in-class multicultural reading engagements on the awareness and attitudes of kindergarten, second-, and fourth-grade students toward people representing other cultures.

LITERACY MEDIUMS:

SIGN SYSTEMS

Alspaugh, J. (1991). Out-of-school environmental factors and elementary-school achievement in mathematics and reading. *Journal of Research and Development in Education*, 24(3), 53-55.

The main purpose of this study is to investigate the attributes outside of the school setting that contribute to differences in school achievement.

Shaver, A.V. & Walls, R.T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31 (2), 90-97.

The effects of parent-school involvement on reading and math achievement of grade two through grade eight Title I students is examined.

Smith, B.D., Miller, C., Grossman, F., & Valeri-Gold, M. (1994). Vocabulary retention: Effects of using spatial imaging on hemispheric-preference thinkers. *Journal of Research and Development in Education*, 27 (4), 244-252.

In college reading classes, two studies investigate the effect of images concerning vocabulary retention of right and left hemisphere-preference learners.

Stahl, N.A., Brozo, W.G., Smith, B.D., Henk, W.A., & Commander, N. (1991). Effects of teaching generative vocabulary strategies in the college developmental reading program. *Journal of Research and Development in Education*, 24 (4), 24-32.

Three strategies including a vocabulary log, imagery, and suggestology, in addition to a traditional approach are used to study their effectiveness on college developmental readers' initial acquisition and new vocabulary retention.

TECHNOLOGY-RELATED STUDIES

Collis, B., & Ollila, L. (1990). The effect of computer use on grade 1 children's gender stereotypes about reading, writing and computer use. *Journal of Research and Development in Education*, 24 (1), 14-20.

Gender stereotypes concerning literacy and computers as reflected by 120 first grade children are investigated to examine the impact of three language arts programs.

Foster, K.C., Erickson, G.C., Foster, D.F., Brinkman, D., & Torgesen, J.K. (1994). Computer administered instruction in phonological awareness: Evaluation of the DaisyQuest Program. *Journal of Research and Development in Education*, 27 (2), 126-137.

This research study examines the effectiveness of DaisyQuest, a computer program designed to increase young children's phonological awareness, in two experiments.

Klesius, J.P. & Searls, E.F. (1990). A meta-analysis of recent research in meaning vocabulary instruction. *Journal of Research and Development in Education*, 23 (4), 226-235.

Resulting from a meta-analysis of 15 literacy studies with a primary focus on vocabulary instruction spanning 6 years, four specific areas are reported: computer assisted instruction, the keyword method of instruction, semantically-linked visual imagery, and writing activities.

LaFramboise, K.L. (1991). The facilitative effects of word processing on sentence-combining tasks with at-risk fourth graders. *Journal of Research and Development in Education*, 24 (2), 1-8.

This study investigates if word processing provides scaffolds for the learning of language of less proficient fourth-grade students when used in conjunction with sentence-combining activities.

Levine, T., Donitsa-Schmidt, S., & Zellermayer, M. (1996). Student perceptions of classroom climate in a communicative and computer-supported approach to writing instruction. *Journal of Research and Development in Education*, 29 (2), 94-103.

This study examines the classroom writing environments of two high school classrooms using different instructional approaches: a communicative approach with the support of technology and a traditional approach. Results by gender are discussed.

READING:

COMPREHENSION

Craig, M.T. & Yore, L.D. (1996). Middle school students' awareness of strategies for resolving comprehension difficulties in science reading. *Journal of Research and Development in Education*, 29 (4), 226-238.

Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.

Gallini, J.K., Spries, H.A., Terry, S., & Gleaton, J. (1993). The influence of macro and micro-level cognitive strategies training on text learning. *Journal of Research and Development in Education*, 26 (3), 164-178.

For a six week period of time, the effects of macroprocessing and microprocessing strategy instruction on making sense of text for high school remedial students is examined.

Rabren, K., & Darch, C. (1996). The strategic comprehension behavior of students with learning disabilities and general education students: Teachers' and students' perceptions. *Journal of Research and Development in Education*, 29 (3), 172-180.

The purpose of this paper is to explore the strategic comprehension behavior used by students and the instruction that they encountered.

Rupley, W.H. & Willson, V.L. (1997). Relationship between comprehension and components of word recognition: Support for developmental shifts. *Journal of Research and Development in Education*, 30 (4), 255-260.

This study focuses on word recognition and the structural features of words as determining factors in reading comprehension stemming from word recognition models, research in word recognition and comprehension, and developmental models of reading.

Shaver, A.V., & Walls, R.T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31 (2), 90-97.

The effects of parent-school involvement on reading and math achievement of grade two through grade eight Title I students is examined.

PARTS OF SPEECH

Smith, B.D., Miller, C., Grossman, F., & Valeri-Gold, M. (1994). Vocabulary retention: Effects of using spatial imaging on hemispheric-preference thinkers. *Journal of Research and Development in Education*, 27 (4), 244-252.

In college reading classes, two studies investigate the effect of images concerning vocabulary retention of right and left hemisphere-preference learners.

PHONOLOGICAL AWARENESS

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This research study examines the effectiveness of DaisyQuest, a computer program designed to increase young children's phonological awareness, in two experiments.

Torgeson, J.K., Wagner, R.K., Bryant, B.R., & Pearson, N. (1992). Toward development of a kindergarten group test for phonological awareness. *Journal of Research and Development in Education*, 25 (2), 113-120.

Two phonological awareness studies of young children are reported using a new instrument designed to be administered to a group and an experimental version of the Screening Test of Phonological Awareness (STOPA).

READING STRATEGIES

Craig, M.T. & Yore, L.D. (1996). Middle school students' awareness of strategies for resolving comprehension difficulties in science reading. *Journal of Research and Development in Education*, 29 (4), 226-238.

Student-documented awareness regarding the strategies and approaches utilized when they have difficulty reading a science text is explored.

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VOCABULARY

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Three strategies including a vocabulary log, imagery, and suggestology, in addition to a traditional approach are used to study their effectiveness on college developmental readers' initial acquisition and new vocabulary retention.

SPECIFIC POPULATIONS:

CULTURALLY-DRIVEN STUDIES

Harvey, C.B., Ollila, L., Baxter, K., & Guo, S.Z. (1997). Gender-related and grade-related differences in writing topics in Chinese and Canadian children. *Journal of Research and Development in Education*, 31 (1), 1-6.

Elementary and middle school students from Canada and China were asked to imagine that they were animals and to then create a story about the adventures of said animal. Differences are reported according to gender and development.

Lechner, J.V. & Barry, N.H. (1997). Multicultural education through art, literature, and music: A study of preservice teachers' perceptions of appropriate materials and methods. *Journal of Research and Development in Education*, 30 (2), 87-102.

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This study focuses on the hypothesis that literacy is perceived as a female activity by American students and also explores student perception concerning parent role-models.

PARENTAL INFLUENCES

Alspaugh, J. (1991). Out-of-school environmental factors and elementary-school achievement in mathematics and reading. *Journal of Research and Development in Education*, 24(3), 53-55.

The main purpose of this study is to investigate the attributes outside of the school setting that contribute to differences in school achievement.

Pottorff, D.D., Phelps-Zientarski, D., & Skovera, M.E. (1996). Gender perceptions of elementary and middle school students about literacy at school and home. *Journal of Research and Development in Education*, 29 (4), 203-211.

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PRESERVICE PEDAGOGY

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The attitudes of 67 preservice teachers enrolled in an elementary music education class are surveyed concerning the use of multicultural materials and activities.

Wham, M.A. (1993). The relationship between undergraduate course work and beliefs about reading instruction. *Journal of Research and Development in Education*, 27 (1), 9-17.

This study investigates preservice teachers' theoretical beliefs concerning the reading process and the relationship between said belief system to their undergraduate course work and student teaching assignments.

Yeager, E.A., & Davis, Jr., O.L. (1995). Between campus and classroom: Secondary student-teachers' thinking about historical texts. *Journal of Research and Development in Education*, 29 (1), 1-8.

The purpose of this study is to expand previous research concerning the historical thinking of historical thinking of secondary student teachers in history and how they interpret historical texts during their time as student teachers.

SPECIAL EDUCATION POPULATIONS

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The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.

Rabren, K., & Darch, C. (1996). The strategic comprehension behavior of students with learning disabilities and general education students: Teachers' and students' perceptions. *Journal of Research and Development in Education*, 29 (3), 172-180.

The purpose of this paper is to explore the strategic comprehension behavior used by students and the instruction that they encountered.

WRITING:

PRODUCTS AND PROCESSES

Blohm, P.J. and Benton, S.L. (1991). Effect of prewriting interventions on production of elaboration in informative writing. *Journal of Research and Development in Education*, 24 (2),28-32.

The effects of prewriting composing cue and question level using three separate measures are investigated. The subjects of the study are 56 undergraduate secondary education majors.

Farr, R. & Jongsma, E. (1993). The convergent/discriminant validity of integrated reading/writing assessment. *Journal of Research and Development in Education*, 26 (2), 83-91.

The purpose of this study is to explore the validity of three portions of a set of literacy assessments: Response to Reading, Management of Content, and Command of Language. There are 5, 267 subjects in the study from eight school districts throughout the country.

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Elementary and middle school students from Canada and China were asked to imagine that they were animals and to then create a story about the adventures of said animal. Differences are reported according to gender and development.

Knudson, R.E. (1991). Effects of writing experience, grade, and reading level on children's narrative writing. *Journal of Research and Development in Education*, 24 (3), 45-52.

This study examined the effects of four writing experiences, grade level, and reading level on children's narrative writing and measures the degree of student improvement and transferred fluency.

Knudson, R.E. (1992). Effects of task complexity on narrative writing. *Journal of Research and Development in Education*, 26 (1), 7-14.

The purpose of this study is to determine the effect of two tasks, one simple and one complex, on fourth- and sixth- grade students' narrative writing.

LaFramboise, K.L. (1991). The facilitative effects of word processing on sentence-combining tasks with at-risk fourth graders. *Journal of Research and Development in Education*, 24 (2), 1-8.

This study investigates if word processing provides scaffolds for the learning of language of less proficient fourth-grade students when used in conjunction with sentence-combining activities.

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The success rate of 56 learning disabled college-aged students is compared to a second group of students without learning disabilities using a holistically scored text. Information on success rate by gender is discussed.

Rybczynski, M. (1992). Audience adaptation and persuasive strategies: A study of letters by sixth-grade students. *Journal of Research and Development in Education*, 26 (1), 15-23.

The purpose of this study is to analyze the nature and content of persuasive letters composed by sixth-grade students and written for a variety of purposes and intended audiences.

Sweedler-Brown, C.O. (1992). The effect of training on the appearance bias of holistic essay graders. *Journal of Research and Development in Education*, 26 (1), 24-29.

This study analyzes if training effects bias toward extremely poor and good handwriting. Twenty-seven essays were reviewed by three graders. It is reported that previous training had no significant effect on the graders.

SPELLING

Madrid, D., Terry, B., Greenwood, C., Whaley, M., & Webber, N. (1998). Active vs. passive peer tutoring: Teaching spelling to at-risk students. *Journal of Research and Development in Education*, 31 (4), 236-244.

Sixteen, at-risk, African American first graders were administered weekly spelling tests under three instructional conditions: with active peer tutoring, with passive peer tutoring, and with teacher-mediated instruction.